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ABSTRACT

These activities are suggestions for expanding the scope of activities undertaken to eliminate sex bias and promote nontraditional enrollment. They have primarily been compiled from local applications of vocational education policies in Georgia. Activities are first arranged according to eight major goals dealing with improvement of (1) long-range planning; (2) educational programs; (3) planning and evaluation skills; (4) staff and faculty policies, procedures, and training activities; (5) physical facilities and materials; (6) student personnel services; (7) placement and follow-up services; and (8) community relations. Within each goal activities are arranged according to the same three specific objectives: evaluation of the present status, elimination of old sex bias and sex-role stereotyping practices, and development of new plans and practices which encourage nontraditional enrollments. Descriptions of activities consist of one or two sentences. (YLB)

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STRATEGIES FOR ELIMINATING SEX BIAS AND ROLE STEREOTYPING

Office of Vocational Education

Georgia Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The following activities are arranged in two ways: first, according to major goals and, second, according to specific objectives within each goal. The eight major goals are comprehensive in that they cover the major areas which must be addressed. The objectives within each goal are constant. That is, the same three general objectives are found within each goal: evaluation of the present status, elimination of old sex bias and sex-role stereotyping practices, and the development of new plans and practices which encourage nontraditional enrollments.

The activities within each goal and objective are not designed to be a complete list of possibilities. They serve, however, as suggestions in expanding the scope of activities to be undertaken in order to eliminate bias and promote nontraditional enrollment. The activities have primarily been compiled from local applications of vocational education policies in the state of Georgia.

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GOAL I: To improve long-range planning by eliminating sex bias and sex-role stereotyping and, thereby, increasing non-traditional enrollment.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of plans for sex bias and sex-role stereotyping.	1. Organize a task force, committee, or sub-committee to guide in decisions related to sex bias and sex-role stereotyping. 2. Examine enrollments in areas of instruction to ascertain areas of stereotyping and to identify trends (up-down-same). 3. Assess ways of eliminating obstacles to meet the needs of female students and discover and report the most promising potential opportunities for future employment of women in local and surrounding areas. 4. Survey a sampling of eighth-grade and tenthgrade students, male and female, to determine potential occupational interests and sensitivity to sex bias and stereotyping. 5. Document enrollments, by male and female, for past and present to determine changes in patterns and to formulate projections. 6. Sample survey of parents to determine parent ambition for students and to determine [illegible] sex bias and stereotyping.

OBJECTIVES	ACTIVITIES
	7. Ascertain what policies and/or practices are out of compliance with Title IX and Title II.
2. To eliminate in long-range plans negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Appoint to the planning committee more women who can make a meaningful contribution. 2. Appoint to the planning committee student representatives who can have input into eliminating sex bias and sex-role stereotyping. 3. Conduct in-service meetings to explain the results of the study undertaken in Objective A. 4. Provide information and training for planning committee and key board members on the laws, regulations, and responsibilities in eliminating sex bias and sex-role stereotyping. 5. Remove from long-range plans barriers which would contribute to, or would result in sex bias and sex-role stereotyping.
3. To develop in long-range plans new, affirmative policies and procedures which encourage non-traditional enrollments.	1. Document expanded planning committee participation of women and students. 2. According to guidelines which have been reviewed, develop new plans and policy statements to replace those plans which were discarded because of bias or stereotyping.

OBJECTIVES	ACTIVITIES
	3. Publish and disseminate revised policy statements and plans.

GOAL II: To improve educational programs through the elimination of sex bias and sex-role stereotyping and, thereby, increasing non-traditional enrollments.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of educational programs for sex bias and sex-role stereotyping.	1. Analyze existing educational programs for discrimination in assignment of student procedures, classroom educational practices, special services, classroom control and discipline, requirements for student appearance, career guidance, and testing procedures.
2. To eliminate from current educational programs negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Make course descriptions, course content, and class decorations conducive to both sexes. 2. Monitor and implement class scheduling to allow access for all students to vocational education programs. 3. Change terminology (child care "big girls" to child care helper or child care student, for example). 4. Provide bibliographies of women for use in libraries. 5. Provide bulletin boards dedicated to

OBJECTIVES	ACTIVITIES
3. To develop new, affirmative education programs which encourage non-traditional enrollments.	1. Provide career fairs or periodic career days to develop awareness of job opportunities in non-traditional occupations. 2. Have "mini-course" to inform students about subjects they have thought were "taboo", such as car repair for girls and boys or cooking for girls and boys. 3. Invite speakers in non-traditional roles to speak about the issue of sex bias, etc. 4. Begin emphasizing the dual role of homemaker/wage earner for boys and girls, as perhaps with a special unit in Home Economics. 5. Establish occupational clubs that encourage the membership of both sexes. 6. Establish prevocational programs which introduce boys to industrial sewing, home economics, etc., and girls to auto mechanics, welding, agriculture, etc. 7. Provide male students with the same intensive training as females in the areas of homemaking, money management, budgeting, self-care and personal development.

OBJECTIVES	ACTIVITIES
	8. Offer a "mini-course" to help all students develop an awareness of the sex bias and sex-role stereotyping that exists in instructional materials, the media, and in the world of work.
	9. Develop a list of pioneering people in all occupations from newspaper clippings and local individuals.
	10. Offer a "mini-course" to highlight pioneering students and teachers as role models for other students.
	11. Establish Occupational Exploration classes that move as many students as possible, academic as well as vocational, through all occupational clusters, with specific sessions on lifetime planning, options for everyone and changing work and family roles.
	12. Hold a Non-traditional Workers' Week.
	13. Swap students in vocational-technical and home economics courses for one week.
	14. Create a Career Resource Center in the library, vocational education cluster, or in the counseling center.
	15. Publish a newsletter of progressive efforts in new, affirmative educational programs.

GOAL III: To improve planning and evaluation skills to eliminate sex bias and sex-role stereotyping and to increase non-traditional enrollments

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of planning and evaluation policies and procedures for sex bias and sex-role stereotyping.	1. Organize a task force, committee, or sub-committee to guide in decisions concerning sex bias and role stereotyping. 2. Have representatives of student organizations become a part of the task force to review class activities planning and evaluation. 3. Collect enrollment data by program and by sex in order to measure progress toward equal access to vocational education programs. 4. Conduct a survey of student needs. 5. Survey newly mixed classes for suggestions. 6. Assess the needs of students to eliminate obstacles to the free exploration of careers. 7. Document enrollments, by male and female, for past and present data, changes in patterns, and projections. 8. Sample survey the eighth- and tenth-grade males and females to determine potential occupational interest and to determine sensitivity to sex bias and stereotyping. 9. Ascertain what policies are out of compliance with Title IX and Title II.

OBJECTIVES	ACTIVITIES
2. To eliminate from planning and evaluation policies and procedures negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Compare the collection of data from Objective A to the state and local criteria for monitoring vocational education programs and to the regulation of Title IX and Title II. 2. Develop a plan to monitor, on a continuing basis, all vocational education programs. 3. Establish a committee to deal with one-time compliance requirements (examine course descriptions and titles, course admission requirements, graduation requirements, facilities to serve both sexes equally, interest or skill inventories used in guidance). 4. Conduct in-service meetings to explain the results of the study and to discuss the elimination of certain policies in planning and evaluation areas.
3. To develop new, affirmative planning and evaluation policies and procedures to encourage non-traditional enrollments.	1. Establish a student advisory committee to offer recommendations to solve sex bias and sex-role stereotyping problems. 2. Work with the student senate to generate planning and evaluation ideas. 3. Publish and disseminate revised planning and evaluation policies.

GOAL IV: To improve staff and faculty policies, procedures and training activities to reflect an absence of sex bias or sex-role stereotyping and, in so doing, increase student enrollment.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of policies, procedures, and training activities of staff and faculty for sex bias and sex-role stereotyping.	1. Meet with faculty and staff to assess their attitudes on sex bias and sex-role stereotyping. 2. Have an outside agency or an assigned committee review job descriptions. 3. Review grievance procedures for staff and faculty. 4. Use an evaluation tool to assess equity in all areas, including hiring, promotion, dismissal, preservice, and the types of inservice activities conducted.
2. To eliminate from staff and faculty policies, procedures, and training activities negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Create a faculty committee on sex bias to monitor current and potential sources of bias and stereotyping. 2. Hold staff orientation meetings to explain teachers' responsibilities and rights under Title IX and establish the distinction between discrimination and bias. 3. Review with faculty guidelines for avoiding sexist language and behavior. 4. Conduct a survey to reveal staff sexist attitudes and follow-up with a workshop with strategies for change.

OBJECTIVES	ACTIVITIES
	5. Promote attitudinal change through the distribution of appropriate brochures and fact sheets.
	6. Provide teachers, administrators, and students with materials on career choices available to both sexes. Expand the thinking of the faculty and staff concerning career choices.
	7. In in-service meetings, make all faculty and staff aware of the implications of Title IX and Title II.
	8. Plan staff development meetings to: a. assess attitudes; b. discuss labor market trends; c. review laws on sex-bias and role stereotyping; d. discuss how to assess course content and textbooks for sex bias; e. discuss how to coordinate information.
3. To develop new, affirmative policies, procedures, and training activities to encourage non-traditional	1. Require and provide release time for in-service training of vocational education staff and counselors.
	2. Develop, publish, and disseminate a revised policy statement to reflect affirmative guidelines in all areas.
	3. Conduct workshops on the role of change agent in the area of sex equity.

OBJECTIVES	ACTIVITIES
	4. Develop a pool of qualified applicants for jobs and survey staff and community to insure representation of both sexes. 5. Make an effort to employ instructors in fields that may be considered non-traditional for their sex. 6. Provide alternatives in terminology for sexist language in policies and in the classroom. 7. Utilize the state consultant on sex equity for information regarding films, filmstrips, bibliographies, in-service education, workshops, and referrals. 8. Use films/filmstrips, group discussions, observations and role playing to increase new awareness of male and female role changes in today's society.

GOAL V: To improve <u>physical facilities and materials</u> by eliminating sex bias and sex-role stereotyping and, therby, increasing non-traditional enrollments.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of physical facilities and materials for sex bias and sex-	1. Become familiar with the various guidelines that address the issue of sex bias and sex-role stereotyping in material and facilities.

OBJECTIVES	ACTIVITIES
	2. Screen one-hundred percent of textbooks for sex bias and sex-role stereotyping.
	3. Evaluate resources, audio visuals, and other materials for sex bias and sex-role stereotyping.
	4. Survey physical facilities for evidence of sex bias, in usage or in rules regulating usage.
2. To eliminate from physical facilities and materials the negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Recommend and insure that adequate facility space be allocated to meet the needs of the programs for all students enrolled.
	2. Eliminate or revise all sex-role stereotyped informational materials, course materials, etc.
3. To develop new, affirmative physical facility space and materials to encourage non-traditional enrollments.	1. Select new books, literature, and instructional materials which are non-sexist.
	2. Disseminate guidelines and offer in-service workshops on the creative use of materials to combat sexism which exists in old but necessary materials.
	3. Prepare bulletin boards or displays which reinforce positive physical space usage for both sexes and the elimination of biased materials.
	4. Publish a newsletter with specific references to the equality of space and materials, and include guidelines for

GOAL VI: To improve student personnel services by eliminating sex bias and sex-role stereotyping and, thereby, increasing non-traditional enrollments.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of student personnel services for sex bias and sex-role stereotyping.	1. Establish a committee to review student handbook, course descriptions, tests used in admission and evaluation procedures, number and kind of counseling jobs, student graduation, and student placement on the job. 2. Use any of a number of published survey or questionnaire forms designed specifically to assess counseling and recruitment functions within schools.
2. To eliminate from student personnel services negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Conduct counselor workshops on equity, Title IX and Title II. 2. Eliminate sex-oriented requirements from all courses or programs. Publish new policies or requirements which are not biased. 3. Encourage small group or individual student advisement. 4. Introduce non-traditional ideas in orientation classes or programs, as well as traditional ideas. 5. Where more than one counselor is employed, be sure that counselors of both sexes are visible and accessible to students.

OBJECTIVES	ACTIVITIES
	6. Ensure that course catalogs, fliers, and pamphlets reflect boys and girls involved in class projects together.
	7. Eliminate all sex-biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.
	8. Monitor application procedures to ensure equal opportunities.
3. To develop new, affirmative student personnel services which encourage non-traditional enrollments.	1. Insure that counselors use the most current knowledge of employment patterns and projections to guide student choices without regard to sex role appropriateness.
	2. Have courselors take an active role in the recruiting of female students for classes that in the past may have been disproportionately populated by males and vice versa.
	3. Ask counselors to make women students aware of the money available in other careers.
	4. Have counselors search out and maintain the most recent data available with which to inform both male and female students of employment outlooks.
	5. Establish a grievance procedure for students with sex bias or sex-role stereotyping complaints.

OBJECTIVES	ACTIVITIES
	6. Have counseling center bulletin boards show starting salaries in "women's/men's" jobs. 7. Provide tours of vocational education classes for fifth- and sixth-grade, junior high and high school students in conjunction with counseling sessions for these students. 8. Develop a referral list of community agencies that will assist female students to remain in or return to school. 9. Conduct workshops for counselors on being a change agent in the lives of students.

GOAL VII: To improve placement and follow-up services by eliminating sex bias and sex-role stereotyping and, thereby, increasing non-traditional enrollments in courses in the work force.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of placement and follow-up for sex bias and sex-role stereotyping.	1. Organize a committee of counselors and teachers to review graduation policies, placement rate, kinds of jobs in which non-traditional students were placed, follow-up visits on the job, etc.

OBJECTIVES	ACTIVITIES
2. To eliminate from placement and follow-up services negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Eliminate any policies or procedures which were found to contribute to any problems found in Objective A. 2. Examine the hiring policies of businesses that provide student work situations, and eliminate or change those sources which do not comply with Title IX regulations.
3. To develop new, affirmative placement and follow-up services which encourage non-traditional enrollments in courses which lead to the work force.	1. Be prepared (and document) to give personal endorsements of non-traditional or pioneering students, and provide follow-up to help with any difficulties they may encounter on the job. 2. Involve department of labor and private employment agencies in assisting with job placement for students in non-traditional areas. 3. Compile and display a list of cooperative employers. 4. Require and keep on file a non-discrimination statement from all organizations in work-study and other programs. 5. Create a placement service for students which, in addition to regular placement, specializes in placement of students in non-traditional careers. Monitor and increase the placement rate.

GOAL VIII: To improve community relations in the elimination of sex bias and sex-role stereotyping and, thereby, increasing non-traditional enrollments.

OBJECTIVES	ACTIVITIES
1. To evaluate the present status of community relations for sex bias and sex-role stereotyping.	1. Involve broad-based community representation on local advisory program committees and on the local advisory council for vocational education. Include a balanced representation of both sexes, ethnic minorities, business, industry, and labor. Scrutinize for bias the current state of community relationships with vocational education.
2. To eliminate from community relations negative barriers which perpetuate sex bias and sex-role stereotyping.	1. Utilize business, industry, labor and agriculture to upgrade career information in the schools. 2. Through school advisory councils and vocational advisory committees, send letters and informational press releases to inform the public and employers of the need in vocational education to overcome bias and stereotyping. 3. Advertise in newspaper--both school and community--about classes, emphasizing and encouraging both sexes.

OBJECTIVES	ACTIVITIES
3. To develop new, affirmative community relations which encourage non-traditional enrollments.	1. Develop an information program or packet for parents. 2. Provide faculty or students, perhaps with slides, as speakers for civic, church, neighborhood and other organizations. 3. Compile a list of cooperative employers and supportive businesses. 4. Develop cooperation with local businesses, industries, labor and agriculture by appointing representatives to local program advisory committees and/or local advisory council, developing cooperative agreements to use facilities as teaching areas, and gaining cooperation for placement of students in jobs, work-study experience, and on-the-job training. 5. Develop and publish a network of all individuals and groups supportive of equity. 6. Contact TV and radio news reporters, invite them to visit, or provide guests for TV or radio interview shows to talk about equity in vocational programs. 7. Invite features editor and photographer (i.e., the "Woman's Page") to visit mixed classes. Write articles yourself, if necessary. 8. Set up in shopping centers or Main Street displays featuring pioneering students.

OBJECTIVES	ACTIVITIES
	9. Identify community people in non-traditional roles who would be willing to serve as role models and/or speakers in specific classes. 10. Publish a newsletter of progress in community relations and activities to promote vocational equity, including successes in job placement and work for pioneering students.